

STATEMENT FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

INTRODUCTION

At Park Hill Infant School our broad and balanced curriculum is more than just the development of subject-based skills, knowledge and understanding; we believe that it also makes a vital contribution to the development of the children's attitudes and beliefs. In this statement we aim to set out how our school contributes to the spiritual, moral, social and cultural development of our pupils.

OUR VISION

All different, All equal, All achieving.

At Park Hill Infant School we celebrate diversity and recognise the unique strengths and talents within every member of our school community. We are relentless in our drive to ensure that every child reaches their own full potential. from their own starting points.

OUR MISSION STATEMENT

Our mission for Park Hill Infants is to provide a warm, caring and stimulating infant environment which encourages, values and celebrates diversity and individual excellence. We strive to make a difference to every child, regardless of any barriers to learning they may face. We work to instil a life-long love of learning in every member of the school community. We wish to equip all pupils with the skills necessary to become interesting, well-rounded individuals, who in turn will make a difference to others in their lives.

SPIRITUAL DEVELOPMENT

Spiritual development is brought about by creating opportunities which allow and encourage an emotional and reflective response to something. It is about developing within pupils the necessary attitudes, skills, knowledge and understanding to make such a response.

All curriculum subjects have the potential to develop spirituality and can provide opportunities to explore the human spirit. They can assist with personal interpretation and expression of the world in which we live and contribute to forming individual and collective values.

Spiritual development is an important element of a child's education and fundamental to other areas of learning. Without curiosity, without the inclination to question and without the exercise of imagination, insight and intuition, children would lack the motivation to learn. We encourage a sense of enjoyment and fascination in all members of our school community, when learning about themselves, others and the world around them.

Spiritual development depends upon a curriculum and approaches to teaching which embody clear values. These values will assist pupils to gain understanding through reflection on both their own and other people's lives and beliefs, and on their environment.

Examples of how spiritual development is included in our curriculum are:

English: Learning about right and wrong, interpreting moral values, opportunities to reflect on personal experiences, studying poetry and reading stories which encourage children to think about the experiences of others.

Mathematics: Interest of patterns, logical thinking, order, shape & space, the pleasures and rhythms of counting.

Science: Wonder of the natural world and naturally occurring phenomena, patterns in nature, developing a sense of enjoyment and fascination in learning about themselves, others and the world around them.

PHSE: Build children's personal identities, confidence and self-esteem and self-understanding, help them develop empathy and the ability to work with others to enjoy healthy and productive relationships in all aspects of their lives.

History: Visiting buildings built by people in the past; handling artefacts used by people in the past. Learning how people in the past acted because of their beliefs. Finding out about past events and the impact they have had on the world.

Geography: Discussing environmental issues and the wider world, learning about climate change and the evolving features of the natural world.

Art & Design: Appreciation of creativity, beauty, reflecting on the work of artists and craftspeople, having a creatiuve outlet for expression.

Music: Appreciation of music in its many forms. The power of music to evoke a response from the listener. Listening and appraising in lessons. Listening to live performances by a variety of musicians.

R.E. : Opportunities to develop reflective thinking and to consider spiritual questions throughout RE units.

Assemblies: Spiritual messages from a variety of religions and celebrations: Christmas, Eid, Diwali, Lunar New Year. Reflection on our School Values – Honesty, Kindness, Courage, Positivity, Respect.

Extra-Curricular: Yoga and martial arts workshops.

MORAL DEVELOPMENT

Moral development involves several elements:

- The ability to understand and appreciate the viewpoints of others
- The desire to behave morally as a point of principle
- The knowledge of the codes and conventions of conduct agreed by society including recognising legal boundaries and, in so doing, respecting the civil and criminal law of England
- The ability to make judgements on moral issues
- Developing an understanding of the consequences of behaviour and actions

A moral issue will involve children in making decisions on the basis of what is right and wrong. Children need to be introduced from an early age to the concepts of right and wrong and to readily apply this understanding to their own lives.

OUR SCHOOL SKILLS and VALUES

These are the values which we promote at our school:

We are:

- Respectful
- Kind
- Honest
- Courageous
- Positive

These are the Super-skills for Learning which we promote at our school:

An effective learner is someone who:

- collaborates
- makes connections
- communicates
- perseveres
- is reflective
- is resourceful
- is curious
- is a risk taker
- is creative
- is confident

Honesty Respect Courage Kindness Positivity

Children are rewarded for using these values and skills in school.

Examples of how moral development is included in our curriculum are:

English: Stories with morals, drama, acting out scenes based on moral issues, debating and discussion work, largely through circle time.

Mathematics: Recognise how logical reasoning can be used to consider the consequences of particular decisions and choices and helping children to learn the value of mathematical truth.

Science: Discussions about environmental issues, environmental studies: fair testing, safety.

History: Examination of evidence, moral dilemmas facing people in the past.

Geography: Protecting the environment, unequal access to wealth and resources, rights and responsibilities and debating the pros and cons of human actions.

PSHE: personal growth and development, use of medicine; peer pressure, bullying; e-safety, making choices.

PE & Sport: The need for rules in games, fair play.

R.E : Discussion of moral issues within RE units.

Assemblies: Songs/Stories with particular meaning/moral, opportunities for reflection.

Play times: Playing with others sensibly, resolving differences as they occur, Buddy Systems.

Behaviour Policy: Values of the school are upheld by adults and children.

Extra-Curricular: Football, multi-skills clubs, dancing, gymnastics

SOCIAL DEVELOPMENT

We believe that social development encourages children to relate positively to others, to take responsibility, to participate fully in the community and to develop an understanding of citizenship. We believe that social development hinges on the acceptance of group rules and the ability to see oneself as part of a wider context. Staff actively seek opportunities for children to work collaboratively when they are planning lessons.

Examples of how social development is incorporated into our ethos / curriculum are:

- Encouraging pupils to use of a range of social skills in different contexts.
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Examples of how social development is included in our curriculum are:

English: Listening to others, understanding the conventions of a two-way conversation, folk and fairy stories, reading signs and notices, writing invitations and letters, listening to class stories, working collaboratively e.g. use of talk partners.
Mathematics: The significance of number and measure in our society, collaborative working.
Science: Looking after myself, recognising and understanding the feelings of themselves and others, healthy living; working co-operatively.
History: Working in groups; local history, how our community has been shaped by people in the past.
Geography: Working in groups; local studies, how people live together harmoniously.
Art & Design: Working in groups to achieve a collaborative outcome, designing products which are useful to others.
Music: Composing, recording and performing with others.
RE: Social practices amongst world religions.
Assemblies: Meeting together and celebrating successes, stars of the week, Headteachers Award, Attendance, singing together, reflection time as a group.
Playtimes: Looking after each other in the playground, responsibility for appropriate behaviour towards others, playing co-operative games.
PSHE: Using the Jigsaw scheme of work.

CULTURAL DEVELOPMENT

Our school community is culturally diverse and we raise children's awareness of other cultures so that they may grow to be sensitive, tolerant and informed members of our society.

Cultural development teaches children to appreciate and value their own cultural traditions and the diversity and richness of other cultures. It is an exploration of how we are the same and how we are different, how we came to be the way we are and how we are changing. It is concerned both with participation in, and appreciation of, cultural traditions.

Modern Britain is a multicultural society and it is important that our children grow up to understand, appreciate and value diversity. We begin to develop children's understanding and knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop modern Britain. Children have first-hand experience of democracy in this school, pupil voice is paramount, children's views are listened to and used to develop and improve the school for example, through the use of: school council, circle times, assembly / class voting scenarios and pupil interviews.

We believe that cultural education:

- Permeates the whole curriculum
- Enables the children to develop attitudes of tolerance and respect for self and others
- Enables children to learn that all people, whatever their ethnicity, faith or gender are equally valuable as people and deserving of respect
- Enables children to develop a global perspective
- Enables children to become sensitive and successful members of society

RESOURCES

The materials we use are carefully selected and the resources we provide reflect cultural diversity. Equally, resources are monitored to ensure that negative or inaccurate representations of other cultures or races are not presented to the children.

IMPLEMENTATION

The following are some examples of how cultural approaches are implemented across our curriculum. A cultural approach permeates across many areas of the curriculum and display, and is not confined to certain subjects or special topics. We make children aware of how the society in which we live, both past and present, has changed culturally. Work throughout the curriculum explains, as well as exemplifies, the situation of the world today. The children are presented with a variety of images about people and places.

Opportunities are provided and taken to demonstrate the contribution that different people have made to the understanding and knowledge of the human race.

Examples of how cultural development is included in our curriculum:

English: Stories and poems set in different countries of the world; drama to include lifestyles, attitudes and feelings of others, reading stories written or translated from different languages and in a range of dialects.

Mathematics: Examples of word problems represent Britain's multi-cultural society.

Science: Recognising the development of Science in different cultures.

History: Study of the wide range of achievements of cultures in the past; lives of famous people.

Geography: Local cultures; studying contrasting cultures within this country and beyond, for example Lunar New Year celebrations

Art & Design: Appreciation of creativity and the work of artists and craftspeople; using a variety of techniques and materials which reflect different artistic traditions.

PE & Sport: Games and dance from around the world, learning about important sporting role models from a range of different cultures.

Music: Listening to and appreciating a wide variety of music from other cultures.

Assemblies: Singing songs/reading stories to celebrate festivals from a variety of cultures, participation in activities to understand the celebration of festivals of other cultures, visitors from a range of cultures to talk about special celebrations and festivals.

R.E: Celebrations/Festivals: such as Diwali, Eid, Christmas, Easter, Harvest Festival.

DISPLAY IN SCHOOL

Displays within the school represent the cultural nature of Britain past and present.

CONCLUSION

All members of staff are aware of the importance of offering our children opportunities for their spiritual, moral, social and cultural development. We aim to develop the 'whole child' and to provide the foundations to ensure successful learning for life.

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